

Perceptions of Stakeholders on the Influence of Politics in Management of Senior Secondary Schools in Sokoto State, Nigeria

By

Liman, Tureta Abdulkadir

Department of Educational Foundations
Usmanu Danfodiyo University, Sokoto

Asheik Ali Kime

Department of Educaation
Borno State Universtiy, Maiduguri

&

Garba Aminu Jangebe

Department of Education
Federal University, Gusau – Zamfara

Abstract

This study assessed the perceptions of stakeholders on the influence of politics in management of senior secondary schools in Sokoto State, Nigeria. The paper was guided by two objectives of study as well as two research questions and two hypotheses which were raised and answered. The paper used descriptive survey as its research design. Considering 3908 as the population. The study used 350 as the study sample. Proportionate sampling technique was used to select a sample of 26 Principals, 301 teachers and 23 Directors from Teachers Services Board, Arabic and Islamic education Board and Ministry of science and Technical Education in Sokoto State. The main instrument used for data collection was questionnaire. In order to ensure validity of the instrument the designed instrument was thoroughly subjected to faced and content validity. The instrument was validated by the experts in Department of educational foundation, Faculty of Education and Extension Services Usmanu Danfodiyo University Sokoto. To ascertain the internal consistency of the instrument the test-retest method was adopted, using (30) Directors, Principals, and Teacher which were not part of the samples participants. The first and second scores was analyzed using Person Product Moment Correlation coefficient (PPMCC) which yielded the result of 0.89. The data from the respondents were collected, scored, and entered on frequency tables and percentages. Means score was used to analyze the research questions while t-test statistical analysis was used to analyzed the hypothesis at .05 level of significance. Based on the Findings revealed that, no significant difference was found in the perception of stakeholders on the perception of politics on appointment, posting, and transfer of teachers in public senior secondary schools in Sokoto state and it was recommended that, to improve the quality /standard of education in the state the government should maintain the statuesque and sustain the principles of equality and justice on the appointment, posting, and transfer of teachers in other to envelop the educational gaps between urban and rural areas in Sokoto state.

Keywords: *Perceptions, Stakeholders, Appointment, Posting, School facilities.*

Introduction

Education is the backbone of every nation. It is the key to every success. Without education, there will be no prosperity in human life. The knowledge and wisdom which we acquire through the process of education is what differentiate human being with animal. Education means everything to man, therefore a man without education cannot aid himself not to benefiting his society (Bakwai, Aliyu, and Muhammad, 2013). The influence of politics on

management of secondary schools with respect to appointment/posing and transfer of teachers, distribution of school facilities has been a major concern to the individuals, families, communities and government of Sokoto state. There are a lot of display of power while allocating educational resources such as personnel, funds, educational facilities, and even intakes (Fabumi, 2005). The implication of all of the above is that, politics is an unavoidable phenomenon. In every society, politics is all-embracing; it deals with power and power involves elements of decision making, allocation of resources, and settlement of conflicts, provision of social amenities, as well as provision and management of education (Okeke, 2007). It is for this reason that, Okeke (2007) stated emphatically that politics plays an important role in decision making, control, and governance of secondary schools. Furthermore, Okeke pointed out that politics in education can be looked at as a process of control, decision making, implementation, management, governance and a method by which resources are allocated to different ethnic groups to achieve their aims. The role of politics is heightened in view of the fact that an educational system has political goals and these goals are essential to justify the existence of the system and the political order of society. In other words, the political order initiates good education.

In Nigeria today appointment, posting and transfer of teachers is done partly on their active participation in politics. This was observed by Okeke (2007) who looked at them as active political campaigners. They participate in planning speeches, organizing rallies, aiding in arrangement for radio/television programme, serve as speaking team. If candidate wins, the teachers would solicit for something higher such as political appointment or appointment in school into higher rank or position whether such person or persons qualified to such position or not, because the candidate belong to same ruling party or group. Many qualified and competent teachers and principals receives transfer of service to the rural areas due to political differences between them and political in power, while unqualified and incompetent teachers are being appointed as principals just because they are from the same political party (Koko & Nwiyi, 2005). One of the most indispensable social services rendered to the public is the provision, distribution and sustenance of educational services because it can overtly and covertly produce good citizens and can promote national growth and development. School facilities play a vital role in the actualization of educational goals and objectives by satisfying the physical and educational need of staff and student of the school when adequately provided and fully distributed (Giami and Birabil, 2019).

Politics in the context of this study is a situation where political consideration is given preference rather than due process. In other words, it is a situation where due process is circumvented by pressure from group of individuals in powerful positions. This undue influence to school management deviating from normal or formal administrative principles and guidelines, hence, management of secondary schools could to be said to be influence by political interference (Akube, 2001). In the view of Mahuta (2017) management is the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose and the controlling of the day-to-day running of an organization. Omobe (2014) conceived management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organizing human and material resources, energies with a unified system, designed to accomplish predetermined objectives of the organization. Scholar like Arinze in Giami and Birabil (2019) opines that, school facilities are those instructional resources, devices, equipment's and material provided for the schools for the purpose of

enhancing teaching and learning. They include the classrooms, staff rooms, offices, buildings, workshops, facilities, dormitories, examination halls, machines, assembly ground, laboratories, libraries, audio-visual aids, textbooks, furniture's, staff's quarters among others school facilities facilitate are material and others services that help to facilitate teaching and learning.

The civilian administration in Sokoto state (1999-2020) has made a tremendous effort to develop education sectors through enhancing budgetary allocation in order to bring back the quality and standard of education in the state. However, despite all the efforts of government at improving academic standard of secondary schools' education in Sokoto state the result was not satisfactory. This probably was due to the lack of proper disbursement of funds in public senior secondary school in the state. Similarly, posting of teachers is not always balanced, to the extent that some schools are overstaffed especially in urban areas, while others are understaffed especially in rural secondary schools under the state. Similarly, some secondary schools in the state are over-populated; while others are under populated this in overcrowding of students in secondary school especially those in the urban areas. It's a truism that the provision and sustenance of qualitative secondary education depend largely on the adequate provision and distribution of school facilities that will enhance teacher productivity and student performance for the attainment of goals and objectives. regrettably, the absence of equitable distribution of school facilities across public senior secondary schools in Sokoto state as observed may have impacted negatively on the outcomes of teacher productivity and student's performance. This inequality in the distribution of school facilities, diversion of funds earmarked for this purpose and undue interference by politician among others not gone down well with the education sector. It is against this backdrop will be a better phase the researcher was motivated to assess the perceptions of stakeholders on the influence of politics in management of senior secondary Schools in Sokoto State, Nigeria.

Objectives of the Study

To find out if there is any difference in the perceptions of stakeholders on the influence of politics on appointment, posting, and transfers of teachers in public senior secondary Schools in Sokoto State.

To find out if there is any difference in the perceptions of stakeholders on the influence of politics on distribution School facilities in public senior secondary Schools in Sokoto State.

Research Question

What is the difference in the perceptions of Stakeholders on the influence of politics on appointment, posting, and transfers of teachers in public senior secondary Schools in Sokoto State?

What is the difference in the perceptions of Stakeholders on the influence of politics on distribution of School facilities in public senior secondary Schools in Sokoto State?

Hypotheses

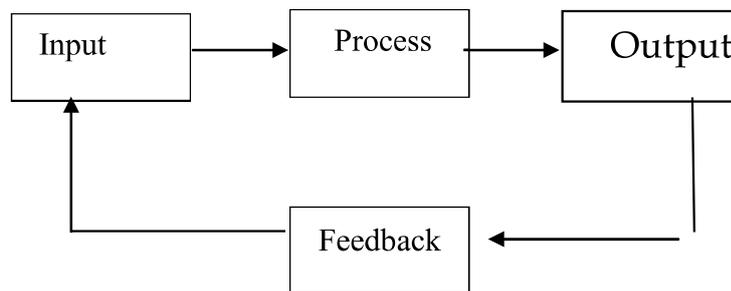
The following null hypotheses were tested at 0.5 level of significance.

Ho1 There is no significant difference in the perceptions of Stakeholders on the influence of politics and appointment, posting and teamsters of teachers in public senior secondary schools in Sokoto State.

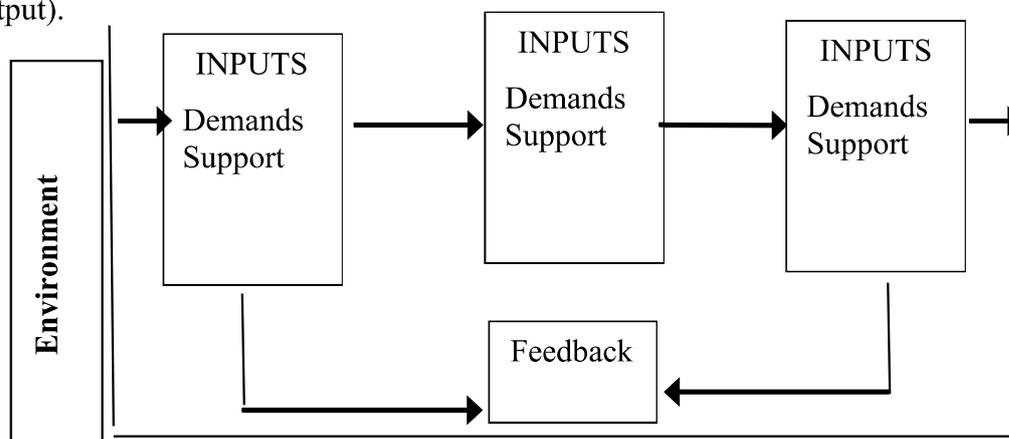
Ho2 There is no significant difference in the perceptions of Stakeholders on the influence of politics and distribution of Schools facilities in public senior secondary Schools in Sokoto State.

Theoretical Framework

The system as sum total of parts working independently and working together to achieve required results. In that case, a social system is viewed as a collection of people, resources, ideas and procedures intended to perform some identifiable functions or to serve a goal. School can be recognized as a social system made up of inputs, process and outputs, which are surrounded by an environment. The survival of a school as a social system depends ability to maintain the relationship within and outside the system in a harmonious balance (Manga, 2015). Below is a tabular representation of system theory showing Input - Process-output cycle



Manga (2015) further explained that, the system sees policy as system output. According to this theory, the environments of the politisystem comprising of the economic system, the cultural system, and the educational system and personalities place demand on it. These demands are articulated needs, problems and desires, which are brought to bear upon the political system. These demands create tension and sometimes disturbances. On the other hand, groups inlay also express their support to a political system by obeying law and order, paying taxes promptly etc. High-level support reduces stress, the combination of demand and supports are inputs into the political system. These inputs are aggregated, articulated and processed through political actions and converted to public policies as output. The policy output are able to create environmental condition that can lead to more support or create further demands. Public policy in the system theory are therefore simply, the creation of political system to environmental claims. The nature and content of policies depend very much on the amount and intensity of demands and supports placed on the political system. Below is another tabular representation of system theory on demands (input) political action (conversion) public policies (output).



System Theory Illustrating Demands-Political Action-Public Policies on Environment

Source: (Manga, 2015, P.6

In the diagram, the political system takes input from the environment. The input consists of demand for particular policies to be made as well as the support expressed for the regimes. The political system takes action and converts the inputs to output. The outputs are authoritative political decision the outputs then flow back to the environment of the society so as to affect the next circle of inputs. Outputs are what the government does or the services rendered. The degree of success of Government policy is tested through feedback. To apply this theory on the assessment of perception stakeholders on the influence of politics in management of public senior secondary schools in sokoto state can be seen from the above diagram that, the political action depends on the demands and support (inputs) from the community, teachers or group (environment) before decisions can be reached or taken as outcomes or policies (output). This implies that the flow of inputs into the political system is regulated by gatekeepers such as interest groups and parties who collectively bias the system in favour of certain demands and against others. Despite the payment of taxes by parents, teachers and community members as well as obedience to law and the supports or requirements, the political class may still end up depriving a community of their right or not granting their demand (school facilities) if such communities do not belong to the ruling party. And that the outcomes such as administrative actions, contracts and board policies may not favour such political disadvantage community, parents, teachers' students and institutions even though, in same district or country.

Review of Related Empirical Studies

This study reviewed empirical studies conducted by other researchers which are related to the topic under study. The studies reviewed are presented below:

Umar (2018) conducted a study on assessment of relationship between political factors and school mapping policies in post primary institutions of Talatar Mafara Education zone, Zamfara state. Who asserted that there is positive but insignificant relationship between political factors and posting of teachers and the author added that there is negative but insignificant relationship between political factor and distribution of educational facilities in the state. Ohamobi, Osegbue. Manafa, & Chukwuemeka (2018) conducted survey research on the perceived influence of politics on personnel management in public secondary schools in Anambra State. Based on these findings, it was recommended among others that government as a matter of urgency should desist from interfering with the decisions that will negatively affect policy implementation in Secondary Schools. Osuji (2011) investigated on perceived influence of politics on management of senior secondary schools in south-east, Nigeria and opines that, there is political interference on funding, staff personnel, physical infrastructures/equipment and community relationship, Nigeria. Iniongun (2019) conducted research on the assessment of the influence of politics on school location and staff positing in secondary school in Benue Central Education Zone, Benue State and deposited that, politician and educational managers do not do well in the appointment of staff in secondary school in Benue central educational zone, Benue State. In view of Rowell (2020) Observes that politics influence the distribution of physical facilities and revealed that school administrator lobbying government for infrastructural provision, similarly the author found that religion and ethnicity serve as determining factors of the provision of facilities to tertiary institutions. According to Adaje and Osagie (2015) cited that the distribution of school facilities in Nigeria schools is

politically oriented. Anifowose and Lawal (2013) lamented that provision of facilities to tertiary institutions in rural communities in Delta state and distributions of facilities are more in urban areas according to the authors is politically influenced. In addition appointment of principals, vice principals, teachers and non-teaching staffs for the schools and administrator by the ministry of education is influence by the political class (Akpaasou 2017). The author further pointed that due to the influence of politicians, the admission of students in schools is not on merit and the schools are over populated despite the shortage of facilities in the schools. To Nwachukwu, Daniel, Pepple and Ejemeh (2019) noted that the quality of graduate depends on the quality of academic staffs piloting the academic field of the institutions, they further stated that unqualified staff are recruited and appointed to hold sensitive's academic position in the polytechnic, there by ridiculing the meritocracy system and authors highlighted the consequences of politicization of recruitment and appointment in tertiary institution as low productivity, inefficiency, indiscipline, and lowering of standards.

Methodology

A descriptive survey design was adopted by the researcher. The study was carried out in public senior secondary schools in Sokoto state, Nigeria. The population of the study comprised 23 Directors from Teachers Service Board, Ministry of Science and Technical Education and Arabic and Islamic Education Board, 121 Principals and 3764 teachers from public senior secondary schools in Sokoto state. The sample size for this study comprised all the 23 Directors from Teachers Service Board, Ministry of Science, and Technical Education and Arabic and Islamic Education Board were selected using proportionate sampling technique while 26 Principals and 301 Teachers were selected using simple random sampling technique. A well self-constructed instrument titled Influence of Politics on Management of Secondary Schools Questionnaire (IPMSSQ) was used to collect data for this study. To validate the instrument the questionnaire was taken to experts in Department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. Their suggestion in respect of scope, comprehensiveness, face, and logical validation was used to draw the final instrument. To ascertain the internal consistency of the instrument the test-retest reliability method was adopted. The instrument was administered to (30) Directors, Principals, and Teachers outside the samples space. The first and second scores was analyzed using Person Product Moment Correlation coefficient (PPMCC) which yielded the result of 0.89. The researcher in collaborated with 3 research assistants administered the questionnaire copies to the participants. The research assistants were briefly on how to administer and retrieve the instrument. The data collected from the respondents were collected, scored, and entered on frequency tables and percentages. Means score was used to analyze the research questions while t-test statistical analysis was used to analyzed the hypothesis at .05 level of significance.

Data presentation and Analyses

What is the difference in the perceptions of Stakeholders on the influence of politics on appointment, posting, and transfers of teachers in senior secondary schools in Sokoto state

Table 1: Perception of Stakeholders on the influence Politics on Appointment, Posting and Transfers of Teachers

S/N	Item statement	A		D		UD	
		Freq	%	Freq	%	Freq	%
1	Appointment of teachers in to secondary schools shows favour of relation to politician leading to low quality of teaching in my state.	187	57%	128	39%	15	4%
2	Some urban secondary schools have more qualified teachers than their counterpart in rural areas.	186	60%	124	37%	10	3%
3	Teachers are not equally distributed among the secondary schools in the state. This is because of active participation of community in political activities of the state.	198	60%	121	57%	11	3%
4	Some secondary school principals are appointed on their active participation in political activities in the state	194	59%	200	61%	6	2%
5	Political leaders used politics as tools of punishing teachers that refused to vote for them or who belong to different political party.	194	59%	131	40%	5	1%
	Mean (x̄)	965	59%	628	38%	47	3%

Field Survey, 2025

Table 1 indicated the perceptions of Stakeholders on the influence of politics on appointment, posting, and transfer of teachers in senior secondary schools in Sokoto State. The table reveal that the perceptions of stakeholder had aggregate mean of those with Agreed 965, disagreed 628 while undecided 47.

What is the difference in the perceptions of Stakeholders on the influence of politics on distribution of School facilities in public senior secondary Schools in Sokoto State?

Table 2: Perception of Stakeholders on the influence of Politics on Distribution of School Facilities

S/N	Item statement	A		D		UD	
		Freq	%	Freq	%	Freq	%
1	Some school equipment is diverted for personnel use of prominent politician or within the school community leading to scarcity of such equipment in the affected schools.	170	52%	149	45%	11	3%
2	There is uneven distribution of facilities due to political partisanship leading to un conducive learning environment in my school.	195	59%	122	37%	13	4%
3	Politician allowed distribution of adequate games and recreational facilities in my school i.e. football, handball netball basketball, table tennis and badminton in school leading to differences in performance of athletes.	208	63%	107	33%	15	5%
4	Political leaders tend to give more emphasis on school from their home town in terms of distribution and provision of school facilities.	214	65%	111	34%	5	1%
5	Some secondary schools have adequate provision of teaching and learning facilities in their schools than others because they have stronghold in politics in their area.	207	62%	133	35%	10	3%
	Mean (x̄)	99	60%	637	37	16	3%
		4			%		

Field Survey, 2025

Table 2 indicated the perceptions of Stakeholders on the influence of politics in distribution of school facilities in senior secondary schools in Sokoto State. The table reveal that the perceptions of stakeholder had aggregate mean of those with Agreed 994, disagreed 637 while undecided 16.

Ho1: There is no significant difference in the perceptions of Stakeholders on the influence of politics on appointment/posting and transfers of teachers in senior secondary Schools in Sokoto State, Nigeria.

Table 3: Perceptions of Stakeholders on the influence of Politics on Appointment, Posting and Transfer of Teachers

Variables	N	Mean	SD	Df	t-cal	p-value	Decision
Administrator	330	2.44	.96	328	-1.786	.125	No Sig
Teacher	330	2.75	1.11				

Significance level **.05**

Field Survey, 2025

The table 3, above indicated that there was no significant difference in the perceptions of Stakeholders on the perceptions of politics on appointment, posting and transfers of teachers in senior secondary Schools in Sokoto State Nigeria. This is because the p-value (.125) is greater than the .05 level of significance. Therefore, the hypothesis which states that there is no significant difference in the perceptions of Stakeholder on the influence of politics on appointment, posting, and transfer of teachers in senior secondary School in Sokoto State Nigeria was accepted.

Ho2: There is no significant difference in the perceptions of Stakeholders on the influence of politics on distribution of school facilities in senior secondary School in Sokoto State, Nigeria.

Table 4: Perception of Stakeholders on the influence of Politics on Distribution of School Facilities

Variables	N	Mean	SD	Df	t-cal	p-value	Decision
Administrator	330	2.59	.75	328	-.839	.212	No Sig
Teacher	330	2.71	.86				

Significance level **.05**

Field Survey, 2025

Table 4, Indicated that there was no significant difference in the perceptions of Stakeholders on the influence of politics on distribution of school facilities in senior secondary School in Sokoto State Nigeria. This is because the p-value (.212) is greater than the .05 level of significance. Therefore, the hypothesis which states that there is no significant difference in the perceptions of Stakeholders on the influence of politics on distribution of school facilities in senior secondary Schools in Sokoto State, Nigeria was accepted.

Discussion of Findings

The finding of research question one in table 1 represents the views of participants on the perceptions of stakeholders on the influence of politics on appointment, posting, and transfer of Teachers in public senior secondary schools in Sokoto state. A look at table reveals that,

majority of the respondents agreed with the influence of politics on the appointment, posting and transfer of teachers in public senior secondary schools in Sokoto state. This means that, politics influence appointment, posting, and transfer of teachers in public senior secondary schools in the Sokoto state.

The result of hypothesis one in table 3 revealed that, no significant difference was found in the perceptions of stakeholders on the influence of politics with respect to appointment, posting, and transfers of teachers in senior secondary schools in Sokoto state. The finding of this study is in agree with the finding of Umar (2018) who found out that the relationship that exists between political factor and posting and transfer of teachers in urban schools and their counterpart in the rural areas of post primary schools of Talatar Mafara education zone was positively insignificant. The finding of this study is in line with the finding of Iniongon (2019) who found out that, there is political influence on posting and transfer of teachers in senior secondary schools in Benue central education zone, Benue state. The finding is in agreement with Rowell (2020) revealed that politics influence the distribution of physical facilities. It was revealed that school administrator lobbying government for infrastructural provision, similarly the author found that religion and ethnicity serve as determining factors of the provision of facilities to tertiary institutions. The finding also is in line with Adaje and Osagie (2015) which indicated that the distribution of school facilities in Nigeria schools is politically oriented. The result corroborated with finding of Anifowose and Lawal (2013) finding which shows that provision of facilities to tertiary institutions in rural communities in Delta state. The provision and distribution of facilities are more in urban areas according to the authors is politically influenced.

The results analysis of research question two in table 2 represents the opinion of participants on the influence of politics on distribution of school facilities in public senior secondary schools in Sokoto state. A look at table reveals that, majority of participants 59% agree with influence of politics on distribution of school facilities on the way school facilities are distributed in public senior secondary schools in Sokoto state.

The result of hypothesis two in table 4 finds out that, no significant difference was found in the perceptions of stakeholders on the perceptions of politics in distribution of educational facilities in senior secondary schools in Sokoto state. The finding of this study disagreed with the finding of Umar (2018) who found out that there is insignificant relationship between political factor and distribution of educational facilities in urban schools and their counterpart in the rural areas of post primary institutions of Talatar Mafara education zone, Zamfara state. The result of this study contradicts with the finding of Osuji (2011) who found out that there is significant difference between influence of politics and infrastructures and equipment in senior secondary school in south-east geographical zone, Nigeria. The result of the finding of this study is not in line with the finding of Giami and Birabil (2019) who's found out that there is significant difference between political consideration and provision of educational facilities in senior secondary school in rivers state, Nigeria. The finding agreed with the finding of Akpaasou (2017) the finding revealed that appointment of principals, vice principals, teachers and non-teaching staffs for the schools and administrator by the ministry of education is influence by the political class. The author further stated that due to the influence of politicians, the admission of students in schools is not on merit and the schools are over populated despite the shortage of facilities in the schools. The finding is in line with Nwachukwu, Daniel, Peple

and Ejemeh (2019) posited that the quality of graduate depends on the quality of academic staffs piloting the academic field of the institutions, they further stated that unqualified staff are recruited and appointed to hold sensitive's academic position in the polytechnic, there by ridiculing the meritocracy system. The authors identify the consequences of politicization of recruitment and appointment in tertiary institution as low productivity, inefficiency, indiscipline, and lowering of standards.

Conclusions

Based on the findings of this study and the discussion that fallowed, the fallowing conclusions are drawn.

Through the results obtained, politics have influence in the appointment /posting and transfer of teachers in public senior secondary schools in Sokoto state, Nigeria.

Through the finding obtained, political influence has been experienced in respect to distribution of school facilities in public senior secondary schools in Sokoto state, Nigeria.

Recommendations

Based on the findings, the fallowing recommendations were therefore made:

To improve the quality/standard of education in the state, the stakeholders should establish a more transparent and merit-based system for appointment, posting, and transfer of teachers in other to envelop the educational gaps between urban and rural areas in Sokoto state.

The stakeholders should develop and implement a clear, equitable and transparent policy for distribution of school facilities in the state, ensuring that allocations are based on need and merit than political considerations.

References

- Abdullahi, B. (2015). Funding on provision and maintenance of school facilities in senior secondary school in Bauchi state of Nigeria. *Journal of research and method in education*, 5(2); 16-20.
- Adaje, C. F., & Osagie R.O (2015). *Politics of school mapping and facility provision*. Paper presented at 34 Annual Conference of Nigeria Association of Educational and Planning (NAEAP) University of Benin, Benin city. 6th -9th October.
- Akpaasou, D. (2017). *Influence of party politics on the administration of senior secondary schools in kano Municipal Education Zone, Kano state, Nigeria*. Unpublished master thesis, Bayero University, Kano, Nigeria
- Akube, F. N. (2001). Students perceptions of social studies curriculum. *Journal studies*.9(1), 1 -2.
- Fabumi, M. (2005). *Perspective in educational planning*. Ibadan: Nigeria, Awenmark Industrial
- Anifowose, M, O., & Lawal P. O (2013). Sate of physical facilities in Nigeria tertiary education institutions. A Case study of the Federal University of Technology Mina, Niger state, Nigeria. *The Nigeria Journal of Technological Research*, 8(1),1-7.
- Bakwai, B.; Aliyu, U. A. & Muhammad, U. (2013). *Managing education for economic security in Nigeria in the context of globalization*. In A. O. Ayewn, U. G. Emetaron, A. Abdulkareem, Ibadan: His Lineage Publishing House.
- Giami, C. B. N. & Birabil, S. T. (2019). Perceived influence of socio- political consideration in the provision of educational facilities in secondary school in Rivers state. *International journal of innovative psychology & social development*, 7(2); 105-113.\
- Iniongon, S. T. (2019). *Assessment of the influence of politics on school location and staff posting in secondary school in Benue state, Nigeria*. Unpublished dissertation Usmanu Danfodiyo University Sokoto, Nigeria.
- Koko, M. N and Nwiyi G. U. (2005). A study of external influence on higher education management in Rivers State. *The architect's interdisciplinary Journal architects in Nigeria*, 2(3); 44-52
- Mahuta, G. A. (2017). *Personnel management in education*. Unpublished manuscript, Usmanu Danfodiyo University, Sokoto.
- Manga, S. D. (2015). *Introduction to educational management*, Usmanu Danfodiyo University, press, Sokoto, Nigeria.
- Okeke, B. S. (2007). *Politics of education: the Nigeria experience*. Done Printing Mand Publishing.
- Omebe, C. A. (2017). Human resources management in education: Issue and challenges, *British Journal of education* 2(7); 26-31.
- Osuji, J. N. (2011). *Perceived influence of politic on management of secondary school in South-East zone, Nigeria*. Unpublished PhD Dissertation University of Ibadan, Nigeria.

- Rowell. E.U (2020). Politics of school mapping and facilities provision in tertiary institutions in Delta state, Nigeria. *BSUJEM*, 2(1); 1-10.
- Umar, A. (2018). *Assessment of relation between political factors and school mapping policies in post-primary institutions of Talatar Mafara Education Zone, Zamfara State, Nigeria*. Unpublished Master Thesis, Usmanu Danfodiyo University, Sokoto State, Nigeria.